

Directions for the Plan for School Improvement Template:

All Low Performing schools must submit a plan for school improvement to NCDPI for review. The following document is an optional template to record a school's plan for improvement.

Once completed, this document or the school's choice of a Plan for Improvement document must be uploaded to <http://www.rep.dpi.state.nc.us/app/dstplan>.

Please note: The following MS Excel Workbook includes cells that contain formulas in order to allow information to populate on corresponding sheets. Thus, these formula cells are locked as well as the title cells. However, for the cells in which information (goals, strategies, action steps, etc.) will be entered, the rows are able to be stretched if the current row height of the cell is not sufficient.

To save the Excel file as a PDF, select File, Save As, and select PDF under Save as Type.
To save the entire Workbook as a PDF, use the Options button to select Publish What > Entire Workbook.

Valmead Elementary Schol Final School_Plan_Improvement.xlsx - School Info Mission Vision

District Name:	School Name:	School Code:	Year:
Caldwell County Schools	Valmead Elementary School	388	2015-2016
Principal Name (or Designee)	Carol Sturgis	Principal Name (or Designee) Email	csturgis@caldwellschools.com
School Mission	The mission of Valmead Elementary School is to provide a safe, positive, learning environment that promotes academic achievement, character development, creative minds and the courage to be a responsible individual.		
School Vision	Valmead School is a place where all students will be successful and become life-long learners.		
Data Analysis: Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results, attendance, graduation rates, among other sources of data)			

Valmead School is a K-5 elementary school with a total student population of 197. Over the past 3 years, enrollment has steadily decreased from 267 to 197 students. Student body makeup shows a steady increase in students representing two or more races and Hispanic student population which accounts for 10%. Other ethnic groups represented include Black 25%, White 56%, American Indian 5%, and Asian 5%. An analysis of the last three years' End of Grade performance indicated that reading proficiency scores have improved from 30.3% in 2012-2013 to 49% proficient in 2014-2015, and math proficiencies have improved from 25.2% proficient in 2012-2013 to 41.98% proficient in 2014-2015. Science proficiency percentage scores have risen from 30.8% proficient in 2012-2013 to 48.3% proficient in 2014-2015.

As a result of economic changes in the county, many families have been displaced causing the number of homeless and transient students to increase. Valmead School currently has 68% of the students identified as economically disadvantaged. Valmead School qualifies for the Community Eligibility Provisions program (CEP) which provides free breakfast and lunch to all students for the 2015-2016 school year. Currently, 17% of students are identified in the Exceptional Children's program, 12% are identified as Academically Gifted and 5% are identified as Limited English Proficient. Valmead currently has 24 certified teachers on staff, 7 have Master's Degrees and 2 hold National Board Certification. Currently, 22% of teachers have 0-3 years experience, 6% have 4-10 years of experience and 72% have 10 years or more experience. From 2012-2013 to 2014-2015 Valmead School has made progress in the Education Value-Added Assessment System (EVAAS). For the past three years, the percentage of targets met for Annual Measurable Objective (AMOs) decreased from 68.8% to 61.5% of targets met. For the 2014-2015 school year, Valmead met 8 out of 13 targets at 61.5 %. The passing rate for ethnic subgroups for the past 3 years are indicated below.

School Proficiency

2014-2015	All 46.1	Female 31.1	Male 43.2	Black 37.3	Hispanic 26.3	Two or More Races 62.5	White 34.3	AIG 95	ED 32.9	SWD 13.2
2013-2014	All 40.8	Female 21.6	Male 33.3	Black 17.6	Hispanic 25	Two or More Races 50	White 28.5	AIG 90	ED 22.9	SWD 17.9
2012-2013	All 28.2	Female 24.8	Male 31.6	Black 18.5	Hispanic 23.7	Two or More Races 42.9	White 31.5	AIG 95	ED 25.2	SWD 5.1

The master schedule for 2015-2016 was revised to maximize core instruction and provide supplemental and intensive intervention and enrichment daily to improve student achievement. Valmead has built in common planning times per grade level to allow weekly Professional Learning Communities to analyze student data, and plan core instruction and supplemental plans for all students. Core instruction is focused on improving reading skills within a dedicated 90 minute uninterrupted English Language Arts block for second through fifth grades a 120 minute English Language Arts block is utilized in kindergarten and first grade with social studies and science content integrated into lessons.

Discipline data from 2012-2015 indicated a decline in the number of student referrals for the year from 45 to 30 school incident reports. Referrals per subgroups include White 27%, Black 21%, two or more races 10%, Hispanic 6% and Students with Disabilities 8.4%. Data trends indicated that White students performed the lowest on End of Grade test and have more office referrals. Short-term suspension rate for three years 2012-2015 indicated an increase from 5.42% to 6.67% and of those suspended, 8.4% were students with disabilities. Administration meets with the Child and Family Support Team (CFST) consisting of social worker, nurse, guidance counselor and psychologist intern to address student and family concerns and provide resources as needed.

Data analysis has narrowed focus of school improvement initiatives to promote student growth. Valmead Elementary will appropriate funding sources for personnel and provide professional development opportunities for faculty and staff on instructional processes that will promote the foundational core and improve student achievement.

Valmead Elementary School Final School_Plan_Improvement.xlsx - Goals

District Name:		School Name:	School Code:	Year:
Caldwell County Schools		Valmead Elementary School	388	2015-2016
GOAL #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	Improve core instruction in literacy evidenced by a 10% increase in student proficiency. Proficiency will be measured in June, 2016, using mCLASS: Reading 3D Text and Reading Comprehension (TRC) and EOG data.			
	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.		
	LEA Goal Alignment:	To increase Academic Achievement.		
	Indistar Indicator: (if applicable)			
Progress:	Progress Monitoring Status:	Timeline for progress monitoring, data analysis, and revisions to instructional practices: Benchmarks (STAR, i-Ready, DIBELS and mCLASS) (BOY, MOY, EOY), EOGs, Multi-Tiered Systems of Support weekly, monthly, and quarterly meetings for core, supplemental, and intensive instruction to monitor and revise instructional strategies, monthly leadership meetings, weekly PLC meetings with instructional facilitator, weekly grade level meetings, monthly district level meetings with Directors and Superintendents, classroom walk through using the eleot observation tool and NC Teacher Evaluation Process.		
GOAL #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	Improve core instruction in mathematics evidenced by a 17.7% increase in student proficiency. Proficiency will be measured in June, 2016, using EOG data.			
	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.		
	LEA Goal Alignment:	To increase Academic Achievement.		
	Indistar Indicator: (if applicable)			

Valmead Elementary Schol Final School_Plan_Improvement.xlsx - Goals

Progress:	Progress Monitoring Status:	Timeline for progress monitoring, data analysis, and revisions to instructional practices: Benchmarks (STAR, i-Ready) (BOY, MOY, EOY), EOGs, Multi-Tiered Systems of Support weekly, monthly, and quarterly meetings for core, supplemental, and intensive instruction to monitor and revise instructional strategies, monthly leadership meetings, weekly PLC meetings with instructional facilitator, weekly grade level meetings, monthly district level meetings with Directors and Superintendents, classroom walk through using the eleot observation tool and NC Teacher Evaluation Process.
GOAL #3: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<i>Improve core instruction in all subject areas evidenced by use of Sheltered Instruction Observation Protocol (SIOP) components and features in daily instruction. Fidelity will be measured through instructional rounds, walkthroughs, and observations with the SIOP Protocol.</i>	
	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
	LEA Goal Alignment:	To increase Academic Achievement
	Indistar Indicator: (if applicable)	
Progress:	Progress Monitoring Status:	Timeline for progress monitoring, data analysis, and revisions to instructional practices: Benchmarks (STAR, i-Ready, DIBELS and mCLASS) (BOY, MOY, EOY), EOGs, Multi-Tiered Systems of Support weekly, monthly, and quarterly meetings for core, supplemental, and intensive instruction to monitor and revise lesson plans and instructional strategies, monthly leadership meetings, weekly PLC meetings with instructional facilitator, weekly grade level meetings, monthly district level meetings with Directors and Superintendents, classroom walk through using the eleot observation tool and NC Teacher Evaluation Process.

Valmead Elementary Schol Final School_Plan_Improvement.xlsx - Goal 1 Strategies

District Name:	School Name:	School Code:	Year:			
Caldwell County Schools	Valmead Elementary School	388	2015-2016			
GOAL #1:	Improve core instruction in literacy evidenced by a 10% increase in student proficiency. Proficiency will be measured in June, 2016, using mCLASS: Reading 3D Text and Reading Comprehension (TRC) and EOG data.					
Strategy #1: Describe the strategy that will support this goal	Implement Lettlerland to fidelity in the instructional core in grades K-2.					
Progress:	Progress Monitoring Status:	Has Begun				
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	1) Train staff in Letterland lesson delivery. 2) Conduct fidelity checks in Letterland instruction. 3) Implement lessons daily.					
	Evidence: (Identify documents and artifacts)	Lesson plans, fidelity checks, walkthrough data, training logs, meeting agendas and minutes				
	Person(s) Responsible:	Classroom Teacher, Administration, Instructional Facilitators, District Office Staff as needed.				
	Timeline:	Timeline for monitoring and implementations: Benchmarks (STAR, i-Ready, DIBELS and mCLASS) (BOY, MOY, EOY), EOGs, MTSS weekly, monthly, and quarterly meetings for core, supplemental, and intensive students to monitor and revisit instructional strategies, SIT meetings monthly, PLC meetings weekly with instructional facilitator, Grade level meetings weekly, District level meetings with Directors and Superintendents monthly, SIOP Training, classroom walk through using the eleot observation tool and NC Teacher Evaluation Process.				
	Budge Amount: (if applicable)		Budget Source: (if applicable)	District Title I funds		
Strategy #2: Describe the strategy that will support this goal	Implement the North Carolina 90 Minute Literacy Block model as outlined in the NC Read to Achieve Comprehensive Reading Plan to fidelity in grades K-5.					
Progress:	Progress Monitoring Status:	Has Begun				

Valmead Elementary Schol Final School_Plan_Improvement.xlsx - Goal 1 Strategies

Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	1) Train staff to use Daily 5/ Café strategies for incoportating literacy stations. 2) Provide training in the 90 Minute Literacy Block model. 3) Utilize Reading Foundation strategies to strengthen core instruction and improve the foundational core. 4) Train staff to use Instructional Rounds to collectively monitor fidelity and to drive instructional practices.					
	Evidence: (Identify documents and artifacts)	Lesson plans, fidelity checks, walkthrough data, training logs, meeting agendas and minutes				
	Person(s) Responsible:	Classroom Teacher, Administration, Instructional Facilitators, District Office Staff as needed.				
	Timeline:	Timeline for monitoring and implementations: Benchmarks (STAR, i-Ready, DIBELS and mCLASS) (BOY, MOY, EOY), EOGs, MTSS weekly, monthly, and quarterly meetings for core, supplemental, and intensive students to monitor and revisit instructional strategies, SIT meetings monthly, PLC meetings weekly with instructional facilitator, Grade level meetings weekly, District level meetings with Directors and Superintendents monthly, SIOP Training, classroom walk through using the eleot observation tool and NC Teacher Evaluation Process.				
	Budge Amount: (if applicable)		Budget Source: (if applicable)	District Title I funds		
Strategy #3: Describe the strategy that will support this goal	Implement Guided Reading and Close Reading strategies in grades 3-5 with fidelity.					
Progress:	Progress Monitoring Status:	Partially Implemented				
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	1) Train staff in Guided Reading strategies. 2) Train staff in Close Reading strategies. 3) Utilize Guided Reading and/or Close Reading strategies daily.					
	Evidence: (Identify documents and artifacts)	Lesson plans, fidelity checks, walkthrough data, training logs, meeting agendas and minutes				
	Person(s) Responsible:	Classroom Teacher, Administration, Instructional Facilitators, District Office Staff as needed.				
	Timeline:	Timeline for monitoring and implementations: Benchmarks (STAR, i-Ready, DIBELS and mCLASS) (BOY, MOY, EOY), EOGs, MTSS weekly, monthly, and quarterly meetings for core, supplemental, and intensive students to monitor and revisit instructional strategies, SIT meetings monthly, PLC meetings weekly with instructional facilitator, Grade level meetings weekly, District level meetings with Directors and Superintendents monthly, SIOP Training, classroom walk through using the eleot observation tool and NC Teacher Evaluation Process.				
	Budge Amount: (if applicable)		Budget Source: (if applicable)	District Title I funds		

Valmead Elementary Schol Final School_Plan_Improvement.xlsx - Goal 2 Strategies

District Name:	School Name:	School Code:	Year:
Caldwell County Schools	Valmead Elementary School	388	2015-2016
GOAL #2:	<i>Improve core instruction in mathematics evidenced by a 17.7% increase in student proficiency. Proficiency will be measured in June, 2016, using EOG data.</i>		
Strategy #1: Describe the strategy that will support this goal	<i>Utilize the 8 Mathematical Practices in core instruction.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>1) Provide professional development on the 8 Mathematical Practices. 2) Incorporate appropriate the 8 Mathematical Practices daily. 3) Conduct fidelity checks, walkthroughs, and instructional rounds related to the 8 Mathematical Practices to impact instructional delivery.</i>		
	Evidence: (Identify documents and artifacts)	Lesson plans, fidelity checks, walkthrough data, training logs, meeting agendas and minutes, student work products	
	Person(s) Responsible:	Classroom Teacher, Administration, Instructional Facilitators, District Office Staff as needed.	
	Timeline:	Timeline for progress monitoring, data analysis, and revisions to instructional practices: Benchmarks (STAR, i-Ready) (BOY, MOY, EOY), EOGs, Multi-Tiered Systems of Support weekly, monthly, and quarterly meetings for core, supplemental, and intensive instruction to monitor and revise instructional strategies, monthly leadership meetings, weekly PLC meetings with instructional facilitator, weekly grade level meetings, monthly district level meetings with Directors and Superintendents, classroom walk through using the eleot observation tool and NC Teacher Evaluation Process.	
	Budge Amount: (if applicable)		Budget Source: (if applicable)
Strategy #2: Describe the strategy that will support this goal	<i>Use SIOP components and features to differentiate classroom instruction schoolwide to meet the needs of all students.</i>		

Valmead Elementary Schol Final School_Plan_Improvement.xlsx - Goal 2 Strategies

Progress:	Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	1) Use 99 Ideas and Activities for Teaching English Learners with The SIOP Model <i>as a tool to incorporate the components and features of SIOP into daily classroom instruction.</i> 2) Provide Professional Development on lesson plans incorporating SIOP components and features. 3) Staff will conduct instructional rounds and utilize data to impact core instruction in all subjects.			
	Evidence: (Identify documents and artifacts)	Lesson plans, fidelity checks, walkthrough data, training logs, meeting agendas and minutes, student work products		
	Person(s) Responsible:	Classroom Teacher, Administration, Instructional Facilitators, District Office Staff as needed.		
	Timeline:	Timeline for progress monitoring, data analysis, and revisions to instructional practices: Benchmarks (STAR, i-Ready) (BOY, MOY, EOY), EOGs, Multi-Tiered Systems of Support weekly, monthly, and quarterly meetings for core, supplemental, and intensive instruction to monitor and revise instructional strategies, monthly leadership meetings, weekly PLC meetings with instructional facilitator, weekly grade level meetings, monthly district level meetings with Directors and Superintendents, classroom walk through using the eleot observation tool and NC Teacher Evaluation Process.		
	Budge Amount: (if applicable)		Budget Source: (if applicable)	District Title I and Title II funds
Strategy #3: Describe the strategy that will support this goal	Employ vertical alignment to implement strategies that will impact the mathematics instructional core in all grades.			
Progress:	Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	1) Provide professional development in vertically aligning mathematics standards in grades K-5. 2) Through Professional Learning Communities (PLC) conduct vertical teaming strategies and determine the impact for cohesive instructional targets in each grade. 3) Develop and deliver lessons based on the completed vertical alignment.			
	Evidence: (Identify documents and artifacts)	Lesson plans, fidelity checks, walkthrough data, training logs, meeting agendas and minutes, student work products		
	Person(s) Responsible:	Classroom Teacher, Administration, Instructional Facilitators, District Office Staff as needed.		

Valmead Elementary Schol Final School_Plan_Improvement.xlsx - Goal 2 Strategies

	Timeline:	Timeline for progress monitoring, data analysis, and revisions to instructional practices: Benchmarks (STAR, i-Ready) (BOY, MOY, EOY), EOGs, Multi-Tiered Systems of Support weekly, monthly, and quarterly meetings for core, supplemental, and intensive instruction to monitor and revise instructional strategies, monthly leadership meetings, weekly PLC meetings with instructional facilitator, weekly grade level meetings, monthly district level meetings with Directors and Superintendents, classroom walk through using the eleot observation tool and NC Teacher Evaluation Process.		
	Budge Amount: (if applicable)		Budget Source: (if applicable)	District Title I funds

Valmead Elementary Schol Final School_Plan_Improvement.xlsx - Goal 3 Strategies

District Name:	School Name:	School Code:	Year:
Caldwell County Schools	Valmead Elementary School	388	2015-2016
GOAL #3:	<i>Improve core instruction in all subject areas evidenced by use of Sheltered Instruction Observation Protocol (SIOP) components and features in daily instruction. Fidelity will be measured through instructional rounds, walkthroughs, and observations with the SIOP Protocol.</i>		
Strategy #1: Describe the strategy that will support this goal	<i>Provide professional development of the eight Components and thirty Features of SIOP to all staff.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>1) Provide monthly Professional Development phasing in the SIOP components and features.</i>		
	Evidence: (Identify documents and artifacts)	Lesson plans, fidelity checks, walkthrough data, training logs, meeting agendas and minutes, student work products	
	Person(s) Responsible:	Classroom Teacher, Administration, Instructional Facilitators, District Office Staff as needed.	
	Timeline:	Timeline for progress monitoring, data analysis, and revisions to instructional practices: Benchmarks (STAR, i-Ready, DIBELS and mCLASS) (BOY, MOY, EOY), EOGs, Multi-Tiered Systems of Support weekly, monthly, and quarterly meetings for core, supplemental, and intensive instruction to monitor and revise lesson plans and instructional strategies, monthly leadership meetings, weekly PLC meetings with instructional facilitator, weekly grade level meetings, monthly district level meetings with Directors and Superintendents, classroom walk through using the eleot observation tool and NC Teacher Evaluation Process.	
	Budge Amount: (if applicable)		Budget Source: (if applicable)
Strategy #2: Describe the strategy that will support this goal	<i>Use SIOP components and features to differentiate classroom instruction schoolwide to meet the needs of all students.</i>		
Progress:	Progress Monitoring Status:	Has Begun	

Valmead Elementary Schol Final School_Plan_Improvement.xlsx - Goal 3 Strategies

Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	1) Use 99 Ideas and Activities for Teaching English Learners with The SIOP Model as a tool to incorporate the components and features of SIOP into daily classroom instruction. 2) Provide Professional Development on lesson plans incorporating SIOP components and features. 3) Staff will conduct instructional rounds and utilize data to impact core instruction in all subjects.			
	Evidence: (Identify documents and artifacts)	Lesson plans, fidelity checks, walkthrough data, training logs, meeting agendas and minutes, student work products		
	Person(s) Responsible:	Classroom Teacher, Administration, Instructional Facilitators, District Office Staff as needed.		
	Timeline:	Timeline for progress monitoring, data analysis, and revisions to instructional practices: Benchmarks (STAR, i-Ready, DIBELS and mCLASS) (BOY, MOY, EOY), EOGs, Multi-Tiered Systems of Support weekly, monthly, and quarterly meetings for core, supplemental, and intensive instruction to monitor and revise lesson plans and instructional strategies, monthly leadership meetings, weekly PLC meetings with instructional facilitator, weekly grade level meetings, monthly district level meetings with Directors and Superintendents, classroom walk through using the eleot observation tool and NC Teacher Evaluation Process.		
	Budge Amount: (if applicable)		Budget Source: (if applicable)	District Title I and Title II funds
Strategy #3: Describe the strategy that will support this goal	Conduct fidelity checks for the demonstration of the SIOP Components and Features previously taught during Professional Development.			
Progress:	Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	1) Complete fidelity checks each month. 2) Review fidelity check data in PLCs to revise lesson plans that will impact core instruction in all subjects. 3) Staff will conduct instructional rounds and utilize data to impact core instruction in all subjects.			
	Evidence: (Identify documents and artifacts)	Lesson plans, fidelity checks, walkthrough data, training logs, meeting agendas and minutes, student work products		
	Person(s) Responsible:	Classroom Teacher, Administration, Instructional Facilitators, District Office Staff as needed.		

Valmead Elementary Schol Final School_Plan_Improvement.xlsx - Goal 3 Strategies

	Timeline:	Timeline for progress monitoring, data analysis, and revisions to instructional practices: Benchmarks (STAR, i-Ready, DIBELS and mCLASS) (BOY, MOY, EOY), EOGs, Multi-Tiered Systems of Support weekly, monthly, and quarterly meetings for core, supplemental, and intensive instruction to monitor and revise lesson plans and instructional strategies, monthly leadership meetings, weekly PLC meetings with instructional facilitator, weekly grade level meetings, monthly district level meetings with Directors and Superintendents, classroom walk through using the eleot observation tool and NC Teacher Evaluation Process.		
	Budge Amount: (if applicable)		Budget Source: (if applicable)	District Title I and Title II funds